



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2011-2012:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2012-2013 NCLB Report Card

School: Wells High School

SAU: Wells-Ogunquit CSD

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# 2012-2013 NCLB Report Card



**School:** Wells High School  
**SAU:** Wells-Ogunquit CSD  
**Grade:** High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	113	109	96	68	67	50	6	61	23	9	109	0	0
	2011-2012	111	106	95	58	58	47	8	49	23	20	104	2	0
Female	2010-2011	57	54	95	67	67	54	4	63	26	7			
	2011-2012	48	47	98	64	64	51	13	51	23	13			
Male	2010-2011	56	55	98	69	68	46	9	60	20	11			
	2011-2012	63	59	94	53	53	43	5	47	22	25			
Caucasian/White	2010-2011	102	101	99	66	66	51	6	60	25	9			
	2011-2012	107	102	95	59	59	48	9	50	23	19			
African American/Black	2010-2011	1	1	100			23							
	2011-2012	1	1	100			28							
Hispanic	2010-2011	4	3	75			45							
	2011-2012	1	1	100			30							
Asian or Pacific Islander	2010-2011	2	2	100			51							
	2011-2012	0	0				48							
American Indian or Native Alaskan	2010-2011	1	1	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	36	34	94	59	59	34	9	50	26	15			
	2011-2012	28	28	100	29	29	31	<1	29	39	32			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	14	13	93	23	21	17	<1	23	38	38			
	2011-2012	19	15	79	13	13	16	7	7	27	60			
Limited English Proficient	2010-2011	0	0				9							
	2011-2012	1	1	100			13							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2012-2013 NCLB Report Card



**School:** Wells High School  
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**Grade:** High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	113	109	96	66	65	49	6	60	25	9	109	0
	2011-2012	111	106	95	60	60	47	9	51	23	17	104	2
Female	2010-2011	57	54	95	56	56	47	6	50	31	13		
	2011-2012	48	47	98	64	64	46	6	57	23	13		
Male	2010-2011	56	55	98	76	75	51	7	69	18	5		
	2011-2012	63	59	94	58	58	47	12	46	22	20		
Caucasian/White	2010-2011	102	101	99	65	65	50	6	59	26	9		
	2011-2012	107	102	95	63	63	48	10	53	22	16		
African American/Black	2010-2011	1	1	100			21						
	2011-2012	1	1	100			21						
Hispanic	2010-2011	4	3	75			36						
	2011-2012	1	1	100			32						
Asian or Pacific Islander	2010-2011	2	2	100			62						
	2011-2012	0	0				55						
American Indian or Native Alaskan	2010-2011	1	1	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	36	34	94	56	56	31	6	50	29	15		
	2011-2012	28	28	100	32	32	30	11	21	36	32		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	14	13	93	23	21	15	<1	23	38	38		
	2011-2012	19	15	79	13	13	15	7	7	13	73		
Limited English Proficient	2010-2011	0	0				17						
	2011-2012	1	1	100			15						

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# 2012-2013 NCLB Report Card



**School:** Wells High School  
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**Grade:** High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	113	107	95	43	43	44	7	36	25	32	107	0
	2011-2012	111	101	91	50	50	44	6	44	19	32	99	2
Female	2010-2011	57	53	93	38	38	40	2	36	25	38		
	2011-2012	48	42	88	48	48	40	5	43	19	33		
Male	2010-2011	56	54	96	48	47	48	11	37	26	26		
	2011-2012	63	59	94	51	51	49	7	44	19	31		
Caucasian/White	2010-2011	102	97	95	40	40	45	7	33	27	33		
	2011-2012	107	97	91	51	51	45	6	44	19	31		
African American/Black	2010-2011	1	1	100			19						
	2011-2012	1	1	100			20						
Hispanic	2010-2011	4	4	100			37						
	2011-2012	1	1	100			32						
Asian or Pacific Islander	2010-2011	2	2	100			49						
	2011-2012	0	0				45						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	36	33	92	42	42	29	6	36	21	36		
	2011-2012	28	26	93	23	23	30	<1	23	27	50		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	14	13	93	8	7	14	<1	8	8	85		
	2011-2012	19	16	84	13	13	16	<1	13	13	75		
Limited English Proficient	2010-2011	0	0				10						
	2011-2012	1	1	100			10						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2012-2013 NCLB Report Card



**School:** Wells High School  
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**Grade:** High School



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	97	97	96	63	63	48	97	97	96	63	63	48	93	93	84
Caucasian/White	97	97	96	63	63	49	97	97	96	64	64	49	92	92	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	100	100	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	100	100	82
Economically Disadvantaged	*	*	94	46	46	33	*	*	94	46	46	31	90	90	73
Students with Disabilities	*	*	90	19	18	17	*	*	90	19	18	15	83	83	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	100	100	78

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2012-2013 NCLB Report Card



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## Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	14	7	13	0	5	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	5

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0.59

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.